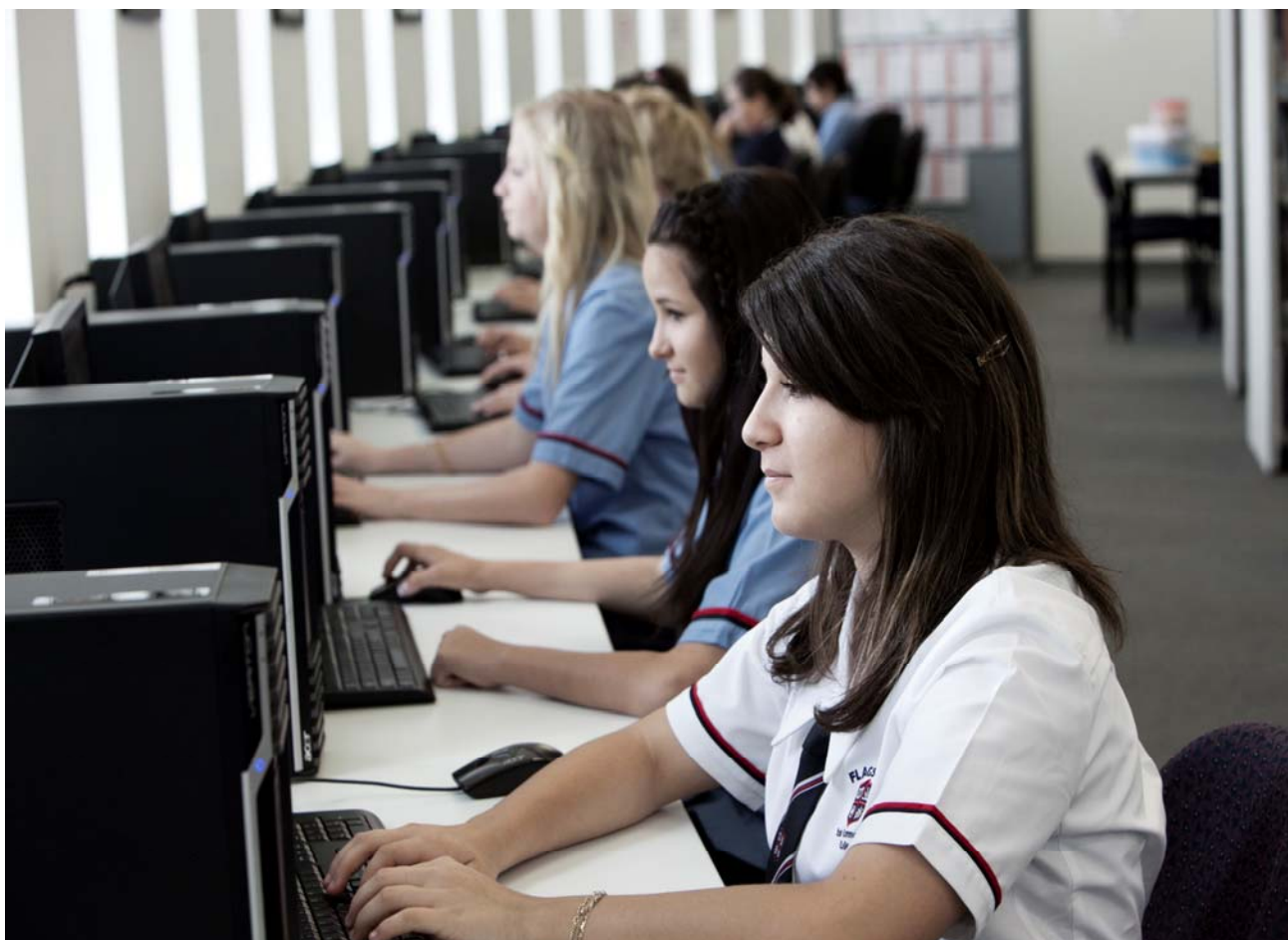


# FLAGSTONE



**State Community  
College**

## **POLICY & PROCEDURES HANDBOOK 2017**



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## **GENERAL INFORMATION**

### **Our Vision**    *“Inspirational Teaching...Inspired Learning”*

Our vision espouses the true purpose of any school...to provide teaching that will inspire in our students a love of learning.

### **Our Values**

Values are determined by the beliefs we hold. They are the ideas about what we feel is important in life. We express our values in the way we think and act. Below are the shared values which student, parent and staff representatives identified in the initial planning of the school as being vital in the operations and goals of our College. These values remain at the core of all our decision-making.

**I**ntegrity – At all times, we will be honest and open with ourselves and others, taking personal responsibility and accepting the consequences of our actions. We will honour our commitments.

**N**urture – Education is a nurturing process. We all need encouragement and a positive and dynamic environment in which we can achieve to our potential.

**S**uccess – We can all achieve our potential. Success is measured differently for each of us, but we can only experience success by “having a go”.

**P**ride – We show pride in ourselves, our achievements and the achievements of others, our environment and our community.

**I**ndependence – We strive to be independent learners. By developing independence, we will have the confidence to demonstrate initiative and be enterprising in our approaches to life’s challenges.

**R**espect – We will treat all people in our community with respect and show compassion and understanding for all. We will strive to work co-operatively while respecting difference and valuing others.

**E**mpowerment – Education is empowering. To confidently address our chosen life and community roles, we need the empowerment that comes through appropriate skills and training.

### **Our Purpose:            Success!!    EVERY Student...EVERY Day!!**

Our statement of purpose acknowledges the importance of success in creating a love of learning for each student. For our students, success comes in academic pursuits, on the sporting fields, in cultural endeavours and in vocational opportunities and is different for each of our students. Our job as teachers is to help every student move closer towards their own success goals in every class, every day.

## ASSIGNMENT POLICY

### *Intent*

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At Flagstone SCC we are committed to providing all students with the opportunity to demonstrate what they know through assignment submission. Assignments are a usual inclusion in an Assessment Plan for all courses of study. According to the Assessment Plan, students need to provide evidence of their knowledge and skills acquired in the course. Students will be provided with an assessment overview for each subject studied. Our assessment processes are aligned with the Queensland Curriculum & Assessment Authority (QCAA) and are subject to monitoring and verification processes annually.

### *Definition:*

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Assignments are any tasks that:

- require students to use out of class time to complete,
- have a set time for completion,
- attract credit towards completion of a course of study.

Teachers will provide students with:

- an assessment overview for the course of study, and
- a task sheet for each assessment item, detailing the nature of the task, and including the steps required to demonstrate progress in the task,
- some dedicated lesson time to support students in the progression of their assignment,
- two monitoring points when work in progress will be evaluated,
- a criteria and standards marking scheme that will be used to judge the student's performance in the task.

Students **must** meet all deadlines for monitoring and **must** meet the due date for submission of the assignment.

#### **Non-submission by the due date:**

- If the completed assignment is not submitted on the due date, the work-in-progress will be collected and marked against the stated criteria and standards for the task.
- If no work is submitted on the due date, a Not Rated (N) will be recorded. This may affect the recording of a result for the course on the student's Senior Statement. The QCAA will be informed of this decision. Students in this situation may risk cancellation of enrolment.

#### **Plagiarism:**

Plagiarism is the copying of another's work or ideas. Students who plagiarise will be required to identify the components of their assignment that is their own and will be awarded a result only for their work. Students who plagiarise may be suspended.

#### **Reasonable adjustments:**

Students affected by a significant and unforeseen event eg: illness, family tragedy, may apply for Special Consideration from the Principal via the Head of Department. Reasonable adjustments such as an extension of time, modified task or other appropriate means of assistance may be negotiated on request to the Principal or Guidance Officer at least 3 days in advance of due date.

#### **Students with disabilities and impairments:**

Teachers make reasonable adjustment in their teaching and assessment of students based on their understanding of a student's particular learning needs. Parents should make the school

aware of a student's disability or impairment which affects learning. Where parents and / or students feel that reasonable adjustments are not being made, the parent / student should discuss the matter with the teacher first. If the issue is not resolved at this point, then the parent / student should discuss the matter with the relevant Head of Department, Guidance Officer , Deputy Principal or Principal.

### *Procedure*

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There are three stages of monitoring student progress:

#### Stage 1: (Prior to due date)

- Students complete assignments on time and meet all monitoring dates.
- Teachers contact parents when students fail to meet the first monitoring date.
- Should a student fail to meet the second monitoring date, the teacher will notify the HOD who will contact the parents and organise time/s for the student to work on the assignment, out of school and will outline the consequences for non-completion of an assignment. If the task is deemed crucial to completion of the course of study, the HOD will co-ordinate a meeting with the Principal, student and parent to outline the consequences of non-completion.
- If a student has a concern about meeting the due date due to medical or other reasons, the student should apply for special consideration at least 3 days in advance of the due date with supporting documentation.

#### Stage 2: (On / after the due date)

- If absent on the due date, students must arrange for their assignment to be emailed or submitted at the office or it may be submitted the next day at school with a medical certificate.
- If a student is participating in an excursion on the due date of the assignment, the assignment must be handed into the office before departing.
- Students who fail to submit assessment on the due date will have their draft work marked or be provided with a blank task sheet and be required to complete as much of the task in the lesson. Teachers will immediately report all students who fail to submit assessment on time to the HOD.
- The HOD will contact home and inform parents of the consequence of not meeting course requirements.

#### Stage 3

- All students are bound by this policy. Non-compulsory students (those who are 16 years of age or older) who develop a pattern of non-completion and/or non-submission by the due date may have their enrolment reviewed, suspended or cancelled under Section 30M of the Education (General Provisions) Amendment Act.

### *Referencing*

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At Flagstone State Community College we use APA referencing.

## ATTENDANCE POLICY

### *Intent*

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At Flagstone State Community College, our goal is for every student to be at school every day. Flagstone SCC is committed to making every day count. The College marks rolls daily and uses an SMS system to notify parents of daily absence. Students and families are informed of Education Queensland and school requirements at the time of enrolment.

### *Definition*

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Compulsory School Age means if the child is at least 6 years (in 2007) or 6 years 6 months (from 2008) and less than 16 or completes Year 10, whichever is sooner.

A young person's Compulsory Participation Phase starts when s/he stops being of compulsory school age (i.e. turns 16 or completes Year 10 whichever comes first) and ends when the young person:

- gains a Senior Certificate, Certificate III or Certificate IV or
- has participated in eligible options for 2 years after the person stopped being of compulsory school age or,
- turns 17.

Parents of children of compulsory school age have a legal obligation to ensure that their children are enrolled in school and attend for every day of the educational program in which they are enrolled. Parents of students in the [compulsory participation phase](#) have a legal obligation to ensure that these students participate full-time in an eligible option.

Under the Educations (General Provisions) Act (2006) Parents/Carers are required to:

- ensure their child of [compulsory school age](#) attends school on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse
- ensure their child in the [compulsory participation phase](#) fulfils the requirements of their eligible option
- advise school, preferably in writing, of the reason for any absences, if not beforehand then within 2 days of the student's return to school
- initiate or attend meetings to discuss their child's attendance or participation in their educational program
- negotiate with the school, where appropriate, alterations to their child's educational program or [flexible arrangements](#) to best meet the needs of the child
- apply for an [exemption](#) for their child for non-attendance at school for a stated or indefinite period where the child's attendance at school is impossible or should not be reasonably required
- are not to employ their child, or allow the child to be employed during the time the child is required to attend a State or Non-State school, unless the parent provides a satisfactory reason. This prohibition includes any calling carried on by the parent of the child by way of trade or gain. However, this does not include any employment under an approved flexible arrangement or under a recognised apprenticeship or traineeship.

Research indicates that a low level of school attendance is associated with poor academic achievements, early school leaving, leaving school with fewer qualifications, subsequent unemployment and a lower level of health/life expectancy. At Flagstone State Community College, our goal is for every student to be at school every day. When a student's attendance rate has slipped to 90%, the school will contact parents and conduct an intervention meeting to

understand reasons for absence and plan for better attendance. Senior students who fail to maintain the 90% standard of attendance may have their enrolment cancelled. In situations of prolonged illness, students may seek special consideration, by applying to the Principal.

At Flagstone State Community College, parents are notified of their student's absence by text message. Parents should:

- regularly communicate changes in contact details to the school;
- respond to text messages with a statement about the reason for the student's absence;
- provide a note no later than 2 days after the student's absence, to explain the absence, unless the reason has been communicated by return text message.

Parents who wish to have their students travel overseas or go on holiday for extended periods of time ie longer than one week, should apply to the Principal for a leave of absence for their student. In this case, work will be provided if requested.

### *Procedure*

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#### Stage 1

The school will monitor student attendance and respond to absence by sending daily text messages and letters to students whose attendance falls below 90%.

#### Stage 2

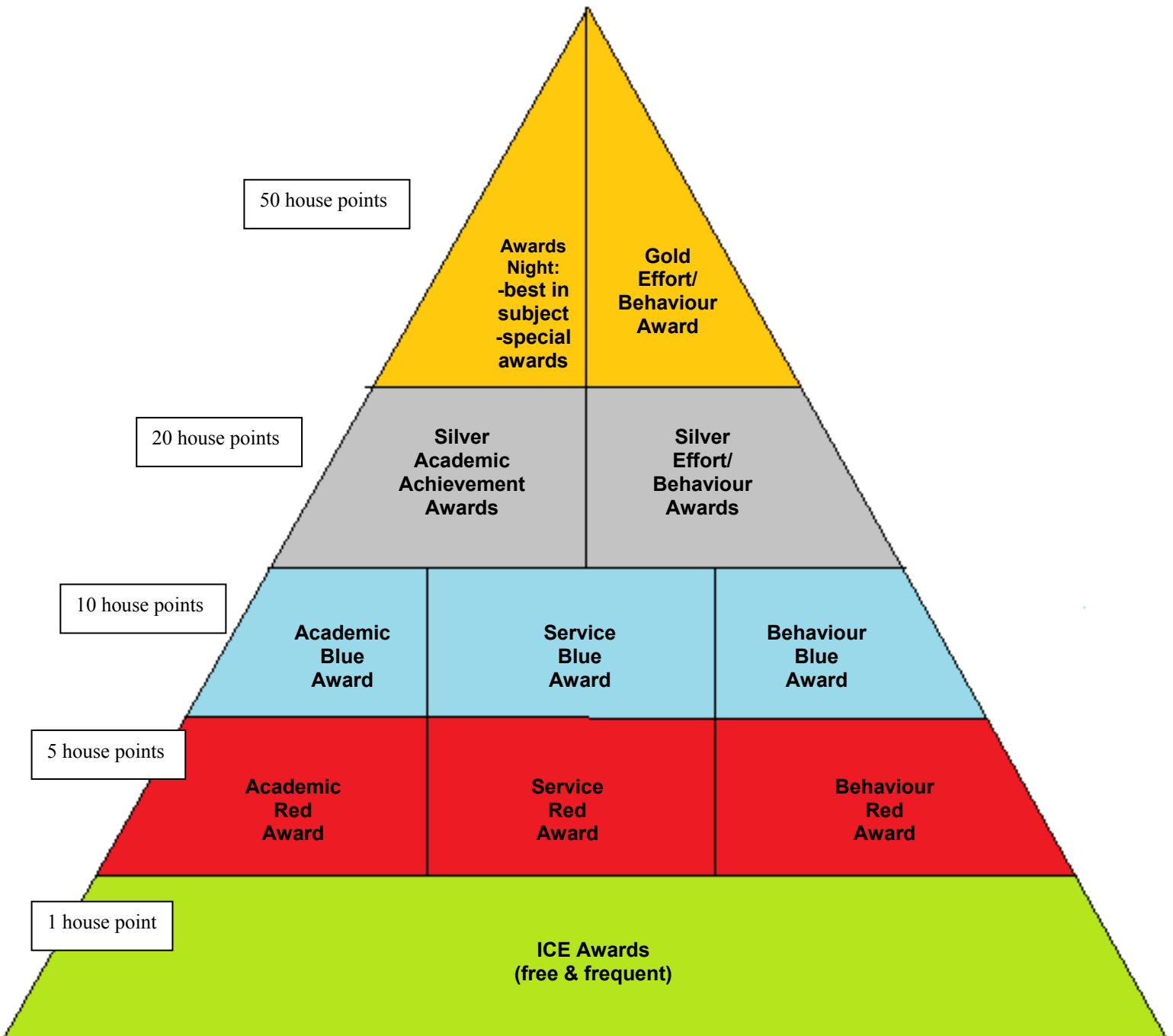
Departmental letters will be sent and meetings held to plan for improved attendance.

#### Stage 3

The College will work in conjunction with the Department of Education and the Police and parents may be fined for their child's continued poor attendance.



## AWARD SYSTEM



Silver & Gold Certificates are presented in Term 1 (based on Semester 2 of the previous year) and in Term 3, based on Semester 1 results.

### **I.C.E Awards**

The aim is to acknowledge and reward (in an informal way) students who demonstrate appropriate behaviour or provide a service. These are free and frequent rewards. Examples of I.C.E. awards may include acknowledging a student:

- demonstrating courtesy and good manners
- helping people out (eg offer to carry teacher books)
- consistent participation – eg class work, choir practice, chess club, Kuresa Cup
- honesty
- consistently excellent uniform
- displaying positive playground behaviour eg reporting/discouraging fights, promoting peace, showing responsibility, picking up litter of their own accord

An I.C.E. award is signed and dated by the teacher presenting the award. Students will then be responsible for presenting the I.C.E. award to the book hire room. Students are encouraged to collect as many I.C.E. awards throughout the term and each term reward prizes are given:

1. The student in each year level with the most I.C.E. awards will receive a \$50 shopping centre voucher.
2. The Form Class in each year level with the most I.C.E. awards will receive a pizza party.
3. The winner of a random draw from all I.C.E. awards will receive a \$50 shopping centre voucher.

### **Behaviour, Service & Academic Awards**

These awards go beyond catching students 'doing the right thing'. They can be awarded in the areas of academic, service or improved behaviour. These awards are for students who:

Academic:

- achieve an A standard in any assessment piece
- display continued and consistent commitment to improve own skills regardless of the achievement level attained
- greatly improve results due to improved or consistent effort

Behaviour:

- demonstrate a consistently reliable and enthusiastic approach to their studies
- consistently show a helpful and considerate attitude towards others eg peer support
- Show improved behaviour over a period of time

Service

- Representation that goes beyond the call of duty for students could include:
  - Debating teams in ENABLE competition
  - Representing school at district competitions
  - Performances on parade as part of a performance troupe where practice requires lunch time contributions
  - Represent the school at activities like Youth Engagement Forums, Maths C ENABLE activities
  - Visits to feeder primary schools (eg Year 7 visits)
  - Concert band for a special event

5 Red awards (either 5 for academic OR 5 for service OR 5 for improved behaviour – regardless of subject area) are needed for a student to receive a Blue Award in that area.

### Gold and Silver Behaviour and Effort Awards Criteria

	<b>Criterion</b>	<b>Cut Offs</b>	<b>Awards</b>
<p><b>Gold Award</b> Students at this level fulfil the Behaviour Code at its highest level. These awards are presented each semester.</p>	<p>Average of:</p> <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Effort</li> <li>• Attendance</li> <li>• Uniform</li> </ul>	GPA across five areas equal to 5.0	Certificate Badge
<p><b>Silver Award</b> Students at this level fulfil the Behaviour Code to a very high level. These awards are presented each semester.</p>		GPA across five areas equal to 4.9	Certificate

## COMPLAINTS MANAGEMENT POLICY

### *Intent*

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At Flagstone SCC we aim to provide the best possible education for every child in an open and transparent learning environment. Flagstone SCC welcomes feedback from students and parents and engages in a Triennial School Review process to continually improve.

### *Definition*

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#### **Making a complaint**

During the course of your children's school years, you may have cause to make a complaint about an issue with your child's education.

Education Queensland is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with Education Queensland provisions.

When making a complaint, it is in the best interests of complaint resolution to ensure that you:

- provide complete and factual information in a timely manner
- deliver your complaint in a non-threatening and non-abusive manner and
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

You should be aware that if you are making a complaint about a staff member, that in most instances the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process.

If your complaint relates to suspected official misconduct or criminal activity then you should make your complaint directly to the Crime and Misconduct Commission ([www.cmc.qld.gov.au/](http://www.cmc.qld.gov.au/)) or the Queensland Police Service ([www.police.qld.gov.au/](http://www.police.qld.gov.au/)).

#### **A role for Parents and Citizens' Associations (P&Cs)**

It is understandable that parents / carers may sometimes feel overwhelmed when approaching a school or the department with a complaint. While the Queensland Council of Parents and Citizens' Associations Inc (QCPCA) does not advocate on behalf of individual parents or carers, individuals can request their own P&C to provide support in these circumstances. The P&C can in turn seek assistance from QCPCA to provide guidance in resolving the complaint.

Complaints about services that are run or managed by the P&C at the school - for example, Uniform Shop or the Canteen - should be directed to the P&C in the first instance. Current P & C Association Executive contact details are listed on the College's website under P & C Association.

The following 5-step procedure may assist parents/carers, and school staff to reach an outcome that is in the best interests of the student.

### **1. Discuss your complaint with the class teacher**

If your complaint is with your child's teacher or relates to an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible through the school administration. Share the information you have about the problem with the teacher. Give the teacher an opportunity to tell you all he/she knows about the incident or problem. Together, both parent/carer and teacher, should then take steps to resolve the problem at this level. The teacher will make a record of the complaint and report your meeting and any outcomes to the school principal.

### **2. Discuss your complaint with the principal or ask the principal to assist by participating in informal conflict resolution**

Where the teacher has been approached as above but the issue remains unresolved, make an appointment with the school principal to discuss the issue further. Alternatively, you and the teacher may agree to ask the principal to act as a go between in informal conflict resolution in an attempt to resolve the problem. If your complaint is related to the school more generally including issues of school policy or its compliance or non-compliance you should raise your complaint directly with the principal or his/her delegate. For example, the principal may refer your complaint to a deputy principal or registrar. The staff member will make a record of your complaint and work with you to resolve the issue. Complaints to the principal may be lodged in person, by telephone, writing or via electronic format through the "Schools directory" at [www.education.qld.gov.au/schools/directory](http://www.education.qld.gov.au/schools/directory) - select relevant school, then click on the email link.

### **3. Contact District Office**

If you have discussed the issue with the principal and still feel that your complaint has not been addressed, you have the right to contact the Assistant Regional Director who is the supervisor of the principal. Complaints may be lodged by telephone or in writing. Complaints should be specific in detail, and outline the steps taken to date to resolve the issue. Remember to date the letter, give your full name and address and sign it. The district office will make a record of your complaint. Anonymous complaints will only be acted upon if enough information is provided to allow for follow up with the principal.

Our school's District Office is:

Eagleby District Office,

PO Box 5009,

Eagleby, 4207

Ph: 5656 6688

Email: [enquiries@ser@dete.qld.gov.au](mailto:enquiries@ser@dete.qld.gov.au)

When you contact the district office you will be advised that your name and the nature of your issue will be reported back to the principal of your school. Staff at the district office will assist in seeking resolution to the issue.

### **4. Complaint still not resolved**

If, as a parent/carer you feel that your issue has not been resolved through the district office process, you have a further right to make a complaint to the central office of Education Queensland. Parents/carers may choose to progress their complaint in writing to the Deputy Director-General Education Queensland. The Office of Education Queensland will seek to assist with the resolution of your complaint through referral:

- to the Executive Director (Schools) for further action or
- to another departmental unit for appropriate action.

The Office of Education Queensland can be contacted at:  
Education Queensland, PO Box 15033, CITY EAST, Qld 4002  
Tel (07) 3237 0618 or fax (07) 3221 4953.

### **5. Independent review**

If, as a complainant you feel that your issue has not been resolved through these formal processes the Queensland Ombudsman provides an avenue for an independent review of the Department's decision. The Ombudsman may be contacted at: Office of the Ombudsman, GPO Box 3314, Brisbane, Qld 4001

Email: [ombudsman@ombudsman.qld.gov.au](mailto:ombudsman@ombudsman.qld.gov.au)

Tel (07) 3005 7000 or Toll Free 1800 068 908 or fax (07) 3005 7067.

## DRESS CODE

### *Intent*

At Flagstone SCC we aim to provide our students with a dress code consisting of an agreed standard and items of clothing that Flagstone State Community College students wear when attending or representing the College, travelling to and from the College and engaging in College activities out of school hours.

Our student dress code provides clothing that aims to contribute to a safe and supportive teaching and learning environment through ready identification of students and non-students at school, fostering a sense of belonging and developing respect among students by minimising visible evidence of economic or social differences.

The student dress code reflects our school community standards and is consistent with the Education Act (General Provisions) 2006, occupational health and safety and anti-discrimination legislation. It clearly outlines standards of acceptable or reasonable dress in relation to clothing worn by students, including headwear and footwear and other aspects of personal presentation of students. It also incorporates strategies to accommodate special needs and circumstances of students and strategies for managing non-complying students. This code has been developed in consultation with parents or carers of the students enrolled at the College.

### *Definition*

School Uniform: Items of clothing of an agreed standard that contain the school's logo, that students wear when attending or representing their school, travelling to and from school and engaging in school activities out of school hours.

All students require a formal uniform for normal class activities as well as for excursions unless otherwise stipulated. In addition, students will require a sports uniform for Health and Physical Education classes and Sport.

## FORMAL UNIFORM

### Senior

#### Boys

- FSCC White Formal Shirt and Tie
- FSCC Navy Blue Formal shorts
- Navy or Black socks – ankle
- Black leather (joggers or school) shoes

#### Girls

- FSCC White Formal Blouse with tie
- FSCC Navy Blue Skirt or FSCC Formal shorts
- Navy or Black socks – knee length or ankle
- Black leather (joggers or school) shoes

### Junior

- FSCC Blue Formal Shirt
- FSCC Navy Blue Formal Shorts
- Navy or Black socks - ankle
- Black leather (joggers or school) shoes

- FSCC Blue Formal Blouse with tie and school badge
- FSCC Navy Blue Skirt or FSCC Formal Shorts
- Navy or Black socks – knee length or ankle
- Black leather (joggers or school) shoes

## SPORT UNIFORM

### Boys

- FSCC Polo Shirt
- FSCC Sports shorts
- Hat
- Navy or Black socks - ankle

### Girls

- FSCC Polo Shirt
- FSCC Sport Shorts
- Hat
- Navy or Black socks – knee length

- Black leather (joggers or school) shoes
- Black leather (joggers or school) shoes or ankle

### Winter Additions

- FSCC Micro fibre Jacket
- FSCC Striped Jumper
- FSCC Navy Hooded Jumper
- Black 60 denier tights (girls) worn only with skirts or under shorts (NB leggings are not permitted).
- Plain dark blue navy jumper no logo
- Plain dark blue navy trackpants
- School tracksuit

### Dress Standard

1. Students are expected to dress at all times in a manner which promotes a positive image of the college and of themselves. Neatness and cleanliness is expected
2. The formal uniform and sports uniform must not be mixed ie students should not wear sports shorts with the formal shirt.
3. Workplace Health and Safety considerations require that footwear provides adequate coverage to the foot - ie leather footwear with leather uppers. Only totally black leather, lace-up college or lynx style shoes (eg examples below) may be worn.



Shoes must be leather, not synthetic or imitation leather, suede, canvas or other fabrics. Lynx-style shoes or joggers must be predominantly black – only minimal stripes of another colour will be permitted.

4. Students are expected to wear a hat when participating in outdoor activities.
5. Jewellery is to be kept to a minimum and must not detract from the overall neat and tidy presentation of the uniform. Students are permitted to wear one of any item of jewellery. This means one set of earrings (sleepers or studs), one ring, one gold or silver bracelet, one thin gold or silver necklace, one watch. Facial piercings are not permitted. Students will be required to remove any items of jewellery that interfere with learning or may pose potential risk of injury.
6. Hair must be off the face and tied back for Workplace Health and Safety reasons. Hair must also be a natural colour. Natural colours are defined as blonde, brown, black and not bright red, green, blue or other colours.
7. Make up needs to be kept to a minimum. This means light foundation, clear lip gloss and no eyeliner/eye shadow. Clear or pale pink / beige nail polish or tips may be worn.
8. Students are not to wear denim items eg jeans.
9. Undershirts must not be seen.

### Uniform Infringement Process and Consequences

Students not in full uniform must provide a note from a parent explaining the reason why the correct uniform is not being worn

#### 1. Before 9:00am



- Students with uniform infringements are required to go to Student Services before 9:00am to be issued with a uniform breach slip for the day of the breach.
- Students with a uniform infringement (note provided) receive no further consequence for the day of the breach.
- Students with a uniform infringement (no note provided) receive a detention in the exit room that day of the infringement. Parents will be contacted by text message.

**2. After 9:00a.m.**

- Students with a uniform infringement (note provided) receive a lunch detention in the exit room for the day of the infringement.
- Students with a uniform infringement (no note provided) receive an afterschool detention or equivalent in the exit room the week of the infringement. Parents will be phoned to arrange an appropriate time for the detention.

3. When a student is regularly out of uniform, parents will be contacted.

4. There will be opportunities provided to wear relevant items of the uniform through the borrowing system from the bank of uniform items held at the uniform shop.

5. Students who are out of uniform, will not be permitted to attend an excursion that day, unless it is an excursion that specifically states that it is a non-uniform excursion.

6. Failure to comply with completing the consequences concerning uniform infringements (as outlined above) will result in a suspension for non-compliance.

(passed by P & C Association 1 December 2015)

## MOBILE PHONE AND ELECTRONIC DEVICES ACCEPTABLE USE POLICY

### *Intent*

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To provide a safe, uninterrupted learning environment for both staff and students, students are advised to keep all electronic devices at home. However, students who do bring electronic devices to school are required to keep them switched off and out of sight during class time.

### *Procedure*

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This policy applies to all electronic devices including, but not limited to: mobile phones, ipods, ipads and computer games.

As many of our students use school buses to travel to and from school, we understand that a mobile phone provides added security.

Students must display courtesy, consideration and respect for others whenever they are using a mobile phone or electronic device (including those with Bluetooth functionality).

Mobile phones and other electronic devices are brought to school at the owner's risk. No liability will be accepted by the College in the event of loss, theft, damage of any device.

All student mobile phones and electronic equipment (including those with Bluetooth functionality) are to be **switched off and out of sight during classes**, where these devices are not being used in a teacher directed activity to enhance learning. This includes ear phones and various other cords attached to mobile phones and electronic devices.

There may be circumstances where a teacher will authorise the use of a mobile phone or electronic device to assist or enhance the learning environment. This is at the discretion of the teacher and not the student. Unless specific permission is granted by the teacher, mobile phones and electronic devices will remain **switched off and out of sight during class time. This includes lining up for classes.**

Mobile phones and other electronic devices, including ear phones and cords, should be safely stored in bags, pencil cases or in pockets during class time. They may be stored at the office upon request.

Students are only permitted to use mobile phones or electronic equipment (including those with Bluetooth functionality) before or after school, or during recess and lunch breaks and only in class under strict supervision and instruction from teachers.

The use of mobile phones and electronic devices (including those with Bluetooth functionality) that contravene the school's 'Acceptable Use Policy' will lead to the devices being confiscated by school staff, with collection/return to occur at the end of the school day where the device is not required for further investigation.

Invasion of privacy through the capture of images, recording of video footage, recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth) of such material will result in disciplinary action and contravenes the [Invasion of Privacy Act 1971 \(Qld\)](#).

The sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will be subject to disciplinary action and potentially police investigation.

Mobile phones or electronic devices (including those with Bluetooth functionality) may not be taken into or used by students at exams or during class assessment unless expressly permitted by school staff.

Parents who wish to contact their student during the school day, should contact the school office (Ph: 5547 9333) and every effort will be made to ensure a message is delivered to your child. Parents should not contact their child on their mobile phone.

### *Consequences*

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#### Stage 1

- Teachers will confiscate mobile phones, electronic devices and other associated attachments, such as ear phones, that interrupt the teaching and learning of others.
- The item/s will be stored in the office and will be able to be collected by the student after 3pm.
- The incident will be entered on OneSchool.

#### Stage 2

- If the student interrupts the teaching and learning of others on a second occasion with a mobile phone or electronic device, it will be confiscated by the teacher again.
- The item/s will be stored in the office and contact will be made with parents/guardians to collect the mobile phone or electronic device from the school.
- The incident will be entered on OneSchool.

#### Stage 3

- If the student interrupts the teaching and learning of others on a third occasion with a mobile phone or electronic device, it will be confiscated by the teacher again.
- The item/s will be stored in the office and contact will be made with parents/guardians to collect the mobile phone or electronic device from the school and instructed that the mobile phone or electronic device will no longer be permitted at school.
- The incident will be entered on OneSchool.

#### Stage 4

- If the student continues to interrupt the learning of others through the inappropriate use of a mobile phone or electronic device then they will face more serious consequences which may involve suspension.

## POSITIVE RELATIONSHIPS, SAFE SCHOOL POLICY

### *Intent*

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Through positive actions, we aim to create an inspired learning environment where the reduction of bullying makes school a happy place for all students. If bullying does occur, we have strategies to address these matters outlined in our Policy.

### *Definition*

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Bullying is typically repeated and intentional hurt inflicted on someone by words or actions of another person or group to exert power.

What Bullying may look like.

- Repeated verbal threats and cruelty
  - name calling and persistent teasing
  - ridiculing another person's appearance, physique or actions
- Repeated physical threats and cruelty
  - punching, pushing, poking, shoving, spitting, etc
  - deliberate property damage.
- Repeated indirect threats and cruelty
  - malicious gossip, spreading rumours or manipulation
  - deliberately hiding property
  - ignoring and persistent exclusion from friendship circles, social exclusion
- Cyber
  - deliberate inappropriate use of mobile phones, text messaging and internet communications

These actions demonstrate there has been a breakdown in relationships between students.

Bullying is not:

- one off occurrences of punching, fighting, theft: and/or name calling.

These one off incidents do not represent a break-down in relationships between two students. This type of behaviour will be dealt with under the College's Responsible Behaviour Plan.

### Minimising Bullying

Numerous activities are undertaken to develop strong friendly relationships between students. Some of these include:

- A transition programme from primary to high school;
- Self-esteem, relationship development and anti-bullying programmes run in Seminar;
- Student mentor programme;
- Student Council promoting positive school-wide behaviour;
- Cross year level extra-curricular activities;
- Year level camps;
- Year level Co-ordinators working with smaller cohorts of students;
- Special support programmes for improving low self esteem and socialisation skills;
- Using the data from the National Safe School Framework survey to inform improvements in practice.

When Bullying occurs, what should be done?

By the students

- Initially use appropriate responses to solve the problem ( eg walk away)
- Seek intervention by reporting bullying to a teacher, support staff or parent
- Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied
- Never ignore the situation

By the parent

- Model appropriate behaviour at all times
- Support the school's philosophy
- Watch for signs of your child being bullied
- Encourage your child to adopt the anti-bullying strategies taught at school
- Instruct your child to immediately tell a teacher or support staff if they are bullied
- Inform the school immediately of any suspected bullying

By staff

- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable. Listen & ask what you can do to help
- Act appropriately to the student's concern using tools such as Restorative Justice
- Provide advice, *intervene* and monitor.

### Procedure

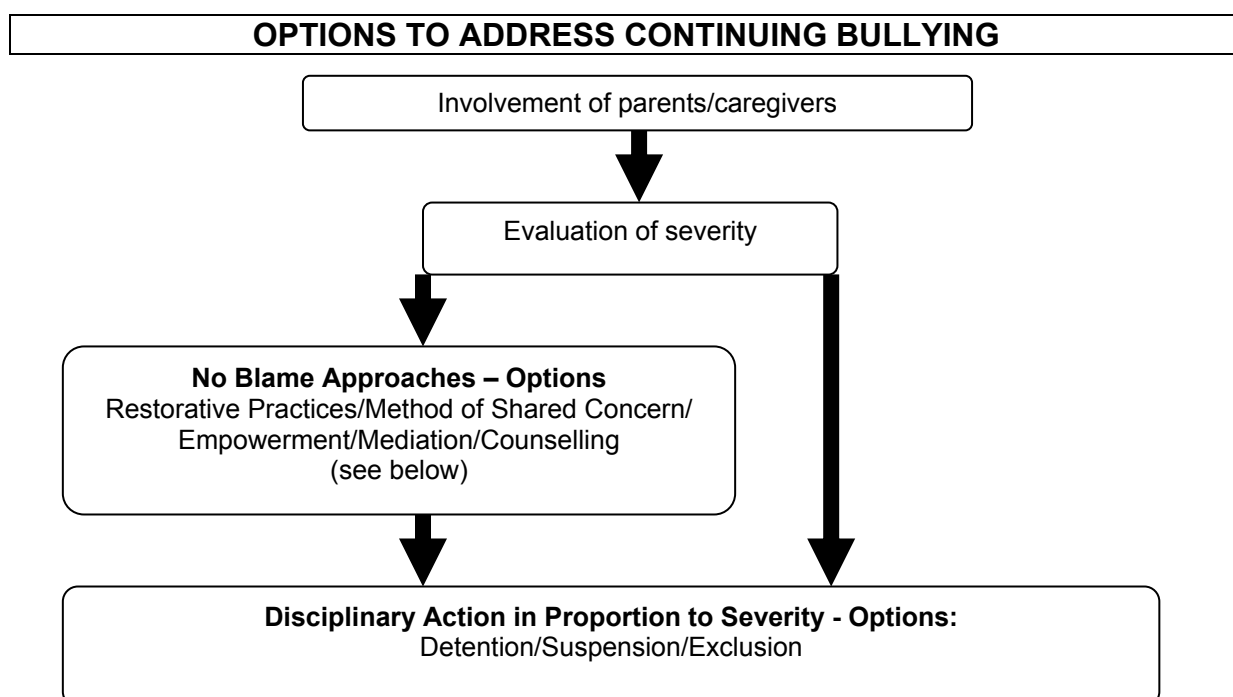
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Stage 1

1. Student and or teacher could initiate reporting of bullying
2. Gather facts (account of events from all students involved), talk with student – find out the frequency of the 'bullying'. Determine the severity.
3. Reinforce student has done the right thing by reporting incident and reiterate that something will be done/bullying is serious.
4. Record complaint/event/actions in OneSchool and refer if appropriate.
5. Teacher to go back to student and tell them what action has been taken e.g. referral

Stage 2

1. Follow flowchart and options to address continuing bullying (below).



## Options To Address Continuing Bullying

### No Blame Approaches:

Restorative Practices	Method of Shared Concern	Empowerment Groups	Mediation	Counselling	Disciplinary Action
<ul style="list-style-type: none"> <li>• Meeting of all students involved</li> <li>• Take turns to speak</li> <li>• Focus upon repairing harm</li> <li>• Involves active listening, conferencing</li> <li>• Discuss bullying, actions, feelings, effects</li> <li>• Share responsibility and ownership of problems.</li> <li>• Focus on resolution, not blame</li> <li>• Identify solutions, enact solutions</li> </ul>	<p>Goal: develop empathy/concern</p> <ul style="list-style-type: none"> <li>• No accusation, non-punitive</li> <li>• Initial interviews: 'leader', other group members, victim</li> <li>• Outline the problem</li> <li>• Develop understanding of feelings/sharing of concern</li> <li>• Problem-solving, develop solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class or specific groups</li> <li>• Collaborative, non-adversarial approaches</li> <li>• Rules for meetings: no specific names or incidents, respect, listen</li> <li>• Opportunities for all to speak around circle</li> <li>• Learning within the natural peer group</li> <li>• Develop empathy, reduce group tolerance of bullying</li> <li>• Develop understanding of dynamics of power, abuse of power, victimization, positive strategies</li> <li>• Develop cohesion, care and trust, inclusion and supportive network</li> </ul>	<ul style="list-style-type: none"> <li>• Agree upon the problem and need for solution</li> <li>• Describe problem from each perspective</li> <li>• Paraphrase and check understandings of each person's view</li> <li>• Correct misconceptions</li> <li>• Discuss and acknowledge feelings</li> <li>• Seek solutions that involve win-win options</li> <li>• Develop specific agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support</li> <li>• Emotional support</li> <li>• Development of strategies – ignoring, assertive responses, how not to respond</li> <li>• Develop understanding and plan for individual</li> <li>• Confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Specific consequences applies in proportion to severity</li> <li>• Detention</li> <li>• Suspension</li> <li>• Exclusion</li> </ul>

# HOMWORK POLICY

## *Intent*

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At Flagstone we believe that homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural and employment where appropriate.

## *Definition*

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Homework that enhances student learning:

- is purposeful and relevant to students needs
- is appropriate to the phase of learning (early, junior and senior)
- is appropriate to the capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work
- allows for student commitment to recreational, employment, family and cultural activities.

Homework can engage students in independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practising for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

Teachers will help students establish a routine of regular, independent study by:

- ensuring the school's homework policy is implemented
- setting homework on a regular basis
- clearly communicating the purpose, benefits and expectations of all homework
- checking homework regularly and provide timely and useful feedback
- using homework that is varied, challenging and directly related to class work and appropriate to students' learning needs
- explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework
- giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework
- discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

Students can take responsibility for their own learning by:

- being aware of the school's homework policy
- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

Parents and caregivers can help their children by:

- reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
- helping them to complete tasks by discussing key questions or directing them to resources

- encouraging them to organise their time and take responsibility for their learning
- encouraging them to read and to take an interest in and discuss current local, national and international events
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.

### **Considering students' other commitments when setting homework**

In determining homework, it is important to acknowledge that students may be engaging in many different activities outside of school. These include a range of physical activities and sports, recreational and cultural pursuits. Older students may also have part-time employment. Some students have responsibilities as caregivers.

### **Homework appropriate to particular phases of learning**

The following is to operate as a guide in determining the amount of set homework that students might be expected to undertake. It is of course open to parents to consult with a student's teacher about additional materials or practice exercises with which parents can assist their children at home.

In the Junior School (Years 7, 8 and 9) some homework can be completed daily or over a weekly or fortnightly period and may:

- include daily independent reading
- be coordinated across different subject areas
- include extension of class work, projects and research.

In the Junior School, students will be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class. Homework in the Junior School could be up to but generally not more than 5 hours per week.

In the Senior School (Years 10, 11 and 12) the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours time they devote to their studies. Of course, care should be taken to ensure that a balance is maintained between the various demands of study, sporting, recreational, cultural or part-time employment activities.

### *Procedure*

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#### Stage 1

- Teachers set and mark homework and follow up by giving detentions to students who don't complete homework.
- Teachers will contact home if a student repeatedly fails to complete their homework

#### Stage 2

Students who repeatedly fail to complete homework will be referred to the HOD.





# RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

## 1. Purpose

Flagstone State Community College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

To do this, the College actively promotes systems and behaviour to ensure:  
**Success!! EVERY Student, EVERY Day!**

Flagstone State Community College's Responsible Behaviour Plan for Students is based on the Code of School Behaviour and has, as its focus, the right of all members of our school community to learn, teach or work within a safe and supportive environment. This Plan was developed initially in consultation with our students, staff and parents during 2006 and has been reviewed annually.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective and students can participate positively within our school community.

## 2. Consultation and data review

This plan has been developed in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through staff meetings, School-wide Positive Behaviour Support (SWPBS) team meetings, student council meetings and P&C meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012 – 2013 informed the process. Community forums (during 2014) to review consequence options were undertaken, further informing and clarifying this process.

The Plan was endorsed by the Principal, the President of the P&C Association and Executive Director (Schools) in 2014, and will be reviewed in 2015 as required in legislation.

## 3. Learning and behaviour statement

Our plan is underpinned by our vision – *INSPIRATIONAL TEACHING...INSPIRED LEARNING* – and our values, developed by our school community in our College's first year, 2002. These values are at the core of all our decision-making.

**I**ntegrity – At all times, we will be honest and open with ourselves and others, taking personal responsibility and accepting the consequences of our actions. We will honour our commitments.

**N**urture – Education is a nurturing process. We all need encouragement and a positive and dynamic environment in which we can achieve to our potential.

**S**uccess – We can all achieve our potential. Success is measured differently for each of us, but we can only experience success by "having a go".

**P**ride – We show pride in ourselves, our achievements and the achievements of others, our environment and our community.

**I**ndependence – We strive to be independent learners. By developing independence, we will have confidence to demonstrate initiative and be enterprising in our approaches to life's challenges.

**R**espect – We will treat all people in our community with respect and show compassion and understanding for all. We will strive to work co-operatively while respecting difference and valuing other people.

**E**mpowerment – Education is empowering. To confidently address our chosen life and community roles, we need the empowerment that comes through appropriate skills and training.

### **Our Purpose: SUCCESS!! EVERY Student...EVERY Day!!**

Our statement of purpose acknowledges the importance of success in creating a love of learning for each student. For our students, success comes in academic pursuits, on the sporting fields, in cultural endeavours and in vocational opportunities and is different for each of our students. Our job as teachers is to help every student move closer towards their own success goals in every class, every day.

Beliefs and research about behaviour guide our approach to student behaviour:

- Students are not born with bad behaviours.
- Students do not learn better ways of behaving when given unpleasant consequences.
- To learn better ways of behaving students must be directly taught replacement behaviours.
- To retain the new behaviours, students must be given specific, positive feedback and opportunities to practise in a variety of settings.
- When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them (Evertson, Emmer & Worsham, 2003).
- Teachers should focus on increasing positive behaviour and interactions by consistently responding to appropriate behaviours (Shores, Gunter & Jack, 1993).

### **4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

As a School-wide Positive Behaviour Support school, we are committed to the following in implementing systems and behaviours to ensure our purpose:

1. Administrator support, participation and leadership
2. Common purpose and approach to discipline
3. Clear set of positive expectations
4. Procedures for teaching expected behaviours
5. Using a continuum of positive reinforcement procedures to encourage expected behaviours
6. Using a continuum of procedures to discourage inappropriate behaviours and reteach appropriate behaviour
7. Collecting, analysing and applying data to inform all decisions about behaviour.

### **Universal behaviour support**

All students need to know what behaviours are expected and these need to be taught explicitly.

At Flagstone State Community College, our four College Expectations are directly taught through lessons at Assemblies and Form Meetings:

- **learn**
- **do our best**
- **respect self and others**
- **respect our School.**

The following Rules Matrix was developed by our SWPBS Leadership Team and provides a clear statement of behavioural expectations for each rule within designated areas of the school.

## Flagstone State Community College – Expectations Matrix

	<b>Classrooms and Practical Areas</b>	<b>Assemblies</b>	<b>Playground and Oval</b>	<b>Exit Room</b>	<b>Bus area</b>	<b>To/From School</b>
<b>Learn</b>	<p>Arrive at class prepared for learning and on time.</p> <p>Follow teachers' instructions and respect the learning of others.</p>	<p>Bring diaries and pen to each assembly.</p> <p>Listen carefully and think about key messages and their relevance to you.</p>	<p>Take part in school approved games only.</p> <p>Follow the directions of the Duty teacher.</p> <p>Stay clear of out-of-bounds areas.</p>	<p>Arrive prepared to complete paperwork.</p> <p>Follow supervisor's instructions and respect the rights of others to learn.</p>	<p>Sit quietly in correct bus line.</p>	<p>Bring only learning materials to school.</p> <p>Come with a positive attitude for learning.</p>
<b>Do Our Best</b>	<p>Strive for excellence by completing all set tasks and homework.</p> <p>Be an active and safe participant.</p>	<p>Arrive on time and move to your designated place.</p> <p>Reflect upon key messages or diary lessons that can help you be a better learner.</p>	<p>Ensure safe practices are followed.</p> <p>Show good sportsmanship at all times.</p>	<p>Ensure safe practices are followed.</p> <p>Follow directions of the supervisor.</p>	<p>Follow directions from the Duty teacher to ensure the smooth transition from line-up to sitting on the bus.</p>	<p>Keep the community clean and tidy.</p> <p>Ensure safe behaviours are demonstrated.</p> <p>Arrive at school on time.</p>
<b>Respect our self and others</b>	<p>Follow classroom rules (on wall) and the applicable Workplace Health and Safety rules</p> <p>Be polite and courteous to others and lead by example.</p>	<p>Acknowledge success in appropriate ways.</p> <p>Follow the MC and teachers' instructions.</p> <p>Show respect for the National Anthem and the Acknowledgement by standing still.</p>	<p>Follow playground rules.</p> <p>Be polite and courteous to others and lead by example.</p> <p>Be patient, polite and take your turn at the canteen, book room and cashier's office.</p>	<p>Follow the Exit Room rules (on the wall).</p> <p>Be polite and courteous to others.</p> <p>Be patient. If upset, ask politely for assistance.</p>	<p>Be patient, polite and courteous to others and lead by example.</p> <p>Observe safe practices on the bus to ensure everyone's safety.</p>	<p>Wear the school uniform appropriately.</p> <p>Communicate in a positive manner with community members.</p> <p>Show courtesy and respect to community.</p>
<b>Respect our School</b>	<p>Take care with the use of school property.</p> <p>Leave classrooms neat and tidy after lessons.</p> <p>Always be a good school ambassador.</p>	<p>If papers are handed out at assembly, take these away with you and put them in your bag.</p> <p>When visitors attend Assemblies, ensure you are a good ambassador for our College.</p>	<p>Dispose of rubbish in bins.</p> <p>Take care with the use of school property.</p> <p>Leave property belonging to others alone.</p> <p>Always be a good school ambassador.</p>	<p>Take care with the use of school property.</p> <p>Leave room neat and tidy.</p>	<p>Keep bus-waiting zones and bus stop areas free from rubbish.</p> <p>Always be a good school ambassador.</p>	<p>Represent the school in the community with pride.</p> <p>Model appropriate behaviour to others.</p> <p>Use respectful language when speaking to others.</p>

These expectations are communicated to students via a number of strategies, including:

- School Wide Positive Behaviour lessons conducted during formal whole school and year level assemblies and during Form Meetings;
- Reinforcement of these lessons by the classroom teacher during lessons and on playground duty;
- Students provided with hard copies of the expectations for their student diary;
- Exploded view posters of the expectations identified in relevant areas within the school eg posters outlining expected bus behaviour are displayed in bus area.

### **Expectations with regard to mobile phones and electronic devices**

To provide a safe uninterrupted learning environment for both Staff and Students, students are advised to keep all electronic devices at home. However, students who do bring electronic devices to school are required to keep them switched off and out of sight during class time. Students are permitted to use electronic devices during lunch time, provided that use is responsible and does not cause disruption to school routine or harm to others.

For full Mobile Phone and Electronic Devices Policy please refer to Appendix 1: [Mobile Phone and Electronic Devices Policy](#)

### **Expectations with regard to personal property at school**

Students are advised to bring to school only items and material necessary to learning. Valuable items, items of a potentially dangerous nature or items not necessary for student learning should be left at home. Such items may be confiscated if a staff member is reasonably satisfied the item at school contravenes our desire for a respectful, safe and productive learning environment.

Confiscated property will be available from the school office at the end of the school day unless required for purposes of disciplinary investigation, when it will be returned in the presence of a parent.

Students will be directed to sign in confiscated property at the office and will receive a receipt for the item which they then show to their teacher. Confiscated items are placed in an envelope showing the student's name and are stored securely at the office.

Under normal circumstances a principal or staff member will not search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

### **Reinforcing Positive Behaviour**

A continuum of positive reinforcement procedures is used to encourage expected behaviours.

#### Awards System

ICE - I C (See) Everything - awards are delivered freely and frequently by teachers in class and playground. Students are encouraged to hand these in to be in a draw for a prize.

Red, Blue, Silver and Gold Awards are given at various times during the year for Academic performance, Service and Behavior. The Awards Scheme is tied to our House Competition and each term the House with the most points receives a reward activity.

Refer Appendix 2: [Awards System](#).

## **Good Ambassador Policy**

Students who are selected to represent the school at outside activities (eg sport teams, vocal groups, debating) are required to uphold the good name of the College at all times. Behavioural expectations while representing the College outside the school are expected to be maintained.

Students who contravene the Responsible Behaviour Plan and receive a school based consequence (eg suspension) may become ineligible to represent the school.

## **Targeted behaviour support**

Less than 15% of our students require targeted behaviour support. At Flagstone State Community College, targeted behaviour support for such students may include:

- early identification of targeted students through Student Welfare meetings;
- intervention meetings with students and contact with parents;
- support from AVT Behaviour Management;
- mentoring by Senior Teacher;
- counselling by school personnel eg Year Coordinator, Deputy Principal, Guidance Officer;
- behaviour monitoring cards;
- participation in special programmes eg ELAPSE, Anger Management

The College has an Exit Room designed to remove persistent problem behaviours from the classroom. Students sent to the Exit Room are required to reflect on their behaviour and identify strategies that they can use to ensure that they are an effective student in that classroom when they return. The College Administration monitors referrals to Exit Room ...students identified as 'frequent flyers' are targeted for support from Year Coordinator, Junior Secondary HOD and Deputy Principal (Year 7-9) and the Senior Secondary HOD, Deputy Principal/Guidance Officer (Year 10 – 12).

## **Intensive behaviour support**

Less than 5% of our students require intensive intervention, behaviour support processes and / or programs that respond to unacceptable behaviour and support continued learning engagement. These students are generally identified through monitoring of Detention Room and Exit Room referrals, SDA data, teacher anecdotal reports, AVT Behaviour Management reports etc. At School Welfare meetings, intensive intervention strategies are planned for these students.

When a student is identified as requiring intensive behaviour support, the Deputy Principal conducts an intervention meeting with the parent and student. The purpose of this meeting is to:

- identify and outline the behaviours causing concern,
- identify causes for these behaviours;
- address causes where possible;
- plan intensive intervention strategies to assist the student to change behaviours (Individual Behaviour Plan);
- communicate Plan to staff.

Intensive intervention strategies for these students may include:

- support from AVT Behaviour Management;
- time out strategies;
- mentoring with community members and / or Senior Teacher;
- use of teacher aides to support students;
- flexible curriculum options;
- re-engagement in learning through involvement in school-based traineeships, work experience, work placement;
- flexible learning options such as attendance at PLACE, Eagleby Learning Centre, The Spot, Finding a New Direction.
- enrolment in support programs such as: Career Kick Start, JYS
- support from the School Nurse

## **5. Consequences for unacceptable behaviour**

Unacceptable student behaviour may be identified as either minor or major.

### **Minor and major behaviours**

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is defined as the removal of the student from the classroom or playground, and may result in the student being referred to the exit room, a buddy room, the Head of Department (for subject specific behaviours) or to the school Administration team.

**Minor Behaviours** are those that:

- are minor breaches of the school rules.
- do not seriously harm others or cause you to suspect that the student may be harmed.
- do not violate the rights of others in any other serious way.
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

**Minor behaviours** are typically handled by teachers and may be dealt with by:

- teacher use of Behavior Management microskills ( eg moving a student away from a distraction, giving choices) within class
- reprimand
- Parent phone call
- Detention
- Referral to Year Coordinator or Head of Department.

**Major Behaviours** are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- require the removal of the student from the classroom or playground
- may require the intervention of the Head of Department or Administration.

**Major behaviours** may be dealt with by:

- referral to buddy room or Exit Room
- referral to Head of Department (subject specific behaviours)
- referral to Administration
- detention
- in serious cases, School Disciplinary Absence or Proposal to Exclude.

Refer Appendix 3: [Consequence Guidelines](#)

### **Definitions of Consequences**

#### Time Out

Time out is provided as an option for students to assist them to manage their own behaviour. Commonly it is used to assist a student in the calming down process. Students who need a time out option are provided with a card that allows them to leave an area when they feel under stress, and move to the office for a short period of time to calm down. A time out process may be used as part of a re-entry to school after an SDA, and as part of a student's Individual Behaviour Plan

#### Individual Behaviour Plans

Individual Behaviour Management Plans are developed for students who require specific goal setting and monitoring. These plans will necessarily form a part of student re-entry following a School Disciplinary Absence.

#### Detentions

Detentions can be used as a consequence for a breach of school expectations and provide students with an opportunity to reflect on their behaviour. Detentions can take the form of the following:

- lunchtime detentions
- extended out-of-school-hour detentions (one hour)
- community service (utilizing a staff member or local community member)

### Community Service Interventions (CSI)

A community service intervention is an early intervention strategy that may be used by a school principal in consultation with students and parents to address behaviour concerns, and is intended to provide students with exposure to a new environment that is challenging, encourages team work, self-respect, commitment and confidence.

A community service intervention is an alternative to other disciplinary actions such as detention, suspension or exclusion and, at Flagstone State Community College, takes place at school in a school organised activity, supervised by a staff member.

### Discipline Improvement Plan (DIP)

A Discipline Improvement Plan is developed in collaboration with students and their parents to outline a set of expected behaviours to be demonstrated by the student. The Plan will also set out behaviours and measures to address any inappropriate behaviour. The Plan will relate specifically to the needs and identified behaviours of the student, who may have developed a pattern of similar behaviours previously. Students and parents will be expected to participate and contribute to the Plan.

### Student Disciplinary Absence (SDA)

These can be in the form of Short suspensions (1-10 days) or long suspensions (11-20 days). Grounds for this action include:

- disobedience
- misbehavior
- conduct that adversely affects or is likely to affect other students enrolled at the school
- conduct that adversely affects, or is likely to affect the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school

Students who are consequenced with an SDA are not allowed on the school site for the duration of that SDA. Schools are required to provide a program of work for the duration of the SDA.

### Exclusion

An exclusion is considered only if suspension is considered inadequate to deal with the student's disobedience, misbehaviour, conduct or risk. An exclusion may be proposed for:

- persistent disobedience
- misbehaviour
- conduct that adversely affects or is likely to affect other students enrolled at the school
- conduct that adversely affects, or is likely to affect the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to be enrolled at the school

Students who are excluded from the school will not be able to remain a student of the school.

Cancellation of enrolment may be a consequence for students who have attained post-compulsory schooling age and who:

- persistently disrupt the learning of others at the College;
- fail to participate fully in the course of instruction at the College, whether by incomplete work or attendance/truancy

### Physical Restraint

Physical restraint may be used under the following circumstances

- as an immediate or emergency response
- as part of a student's individual plan, including the prevention of self-harming behaviours
- when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
- after considering the welfare of student, staff and other students
- with force as is reasonable under the circumstances
- in conjunction with teaching and reinforcement of alternative appropriate behaviour.

## 6. Emergency responses or critical incidents

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

The [Critical Incident Policy](#) (Refer Appendix 4) provides detailed processes for the management of emergency situations including trespassers on school property and dangerous situations such as fire. Each term, the school practices the drill for lock down and evacuation.

Occasionally, severe problem behaviour can be of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Teachers are provided with a red card to call for immediate Admin support in the case of a student demonstrating behaviour that endangers the teacher and /or other students. Teachers are also instructed in strategies to defuse severe problem behaviour and may employ physical intervention strategies in cases where a student's behaviour is placing himself or others in jeopardy.

Refer Appendix 5: [Physical Intervention Processes](#)

## 7. Network of student support

All members of our school community have a role in supporting our young people. This includes our Parents and Citizens Association and our Student Representative Council as well as staff members (both teaching and non-teaching) at Flagstone State Community College.

Some staff members have specific roles, eg:

- The College is divided into Junior Secondary (Year 7-9) and Senior Secondary (Year 10-12). A Deputy Principal oversees the curriculum and learning programmes for each school.
  - At each Year Level, a Year Level Co-ordinator is responsible for the overall welfare of each student in that year level. Each Year Level Co-ordinator manages the personal development and leadership programmes developed for that Year Level.
  - For 2015, Year 9 students will mentor Year 7 students, while Year 10 students will mentor Year 8 students, to support both cohorts' transition into high school. From 2016, Year 9 students will mentor Year 7 students..
  - All staff members have been trained to support students reporting allegations of bullying.
- Refer Appendix 6: [Positive Relationships Safe School Policy](#)
- Staff in the Special Education Unit support students with disabilities.
  - The Community Education Counsellor supports indigenous students.

In addition, the following internal and external support is available:

Internal Support for students	External Support for students
<ul style="list-style-type: none"><li>• Year Coordinator</li><li>• Deputy Principal</li><li>• Principal</li><li>• Teachers</li><li>• Guidance Officer;</li><li>• Chaplain;</li><li>• Teacher aides;</li><li>• Youth Support Coordinator;</li><li>• Careers Pathways Advisor;</li><li>• Industry Liaison Officer;</li><li>• School-Based Youth Nurse;</li><li>• Community Education Counsellor</li></ul>	<ul style="list-style-type: none"><li>• Department of Child Safety;</li><li>• Juvenile Aid Bureau;</li><li>• Queensland Police – Jimboomba;</li><li>• Centrelink;</li><li>• Centre against Sexual Assault;</li><li>• Bridges Reconnect;</li><li>• Kids Helpline;</li><li>• The Spot Youth Centre;</li><li>• Hannah's House</li></ul>

Students requiring support are identified at the School Welfare meetings. These meetings are managed by the Guidance Officer. Each meeting identifies students requiring support and a case manager from the Student Support team or teaching team is appointed to work with the student and his / her family. Case managers may access external support agencies as necessary. Each week, the performance of identified



students is reviewed. Detailed notes are kept of all interventions and support provided to students. Detailed minutes of the Welfare meetings are kept and provided to the Principal. Strategies to support particular students are circulated to staff. Parents are involved in support of their students by being invited to participate in intervention meetings and assist in monitoring and review of student progress.

## **8. Consideration of individual circumstances**

The Consequence Guidelines provides College Administrators with a guideline for decision-making about School Disciplinary Absences and is used to ensure consistency and fairness. Also, when considering a School Disciplinary Absence as an appropriate consequence, College Administrators typically:

- consult the student's Behaviour Record;
- ensure the matter is fully investigated;
- take into consideration each student's unique circumstances;
- take into consideration community members' rights;
- recommend an SDA (to the Principal) only after consideration has been given to all other responses.

## 9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

## 10. Related Departmental Procedures

11. Statement of expectations for a disciplined school environment policy
12. Safe, Supportive and Disciplined School Environment
13. Inclusive Education
14. Enrolment in State Primary, Secondary and Special Schools
15. Student Dress Code
16. Student Protection
17. Hostile People on School Premises, Wilful Disturbance and Trespass
18. Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
19. Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
20. Managing Electronic Identities and Identity Management
21. Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
22. Temporary Removal of Student Property by School Staff

## 23. Some related resources

- **National Safe Schools Framework** ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- **Bullying. No Way!** ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- **School Wide Positive Behaviour Support** ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))
- **Code of Conduct for School Students Travelling on Buses** (<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>)
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub
- **Appendix 1 [Mobile Phone & Electronic Devices Acceptable Use Policy](#)**
- **Appendix 2 [Awards System](#)**
- **Appendix 3 [Consequence Guidelines](#)**
- **Appendix 4 [Critical Incident Policy](#)**
- **Appendix 5 [Physical Intervention Processes](#)**
- **Appendix 6 [Positive Relationships Safe School Policy](#)**

## RESPONSIBLE BEHAVIOUR PLAN: APPENDIX TWO

### Consequence Guidelines

The following guidelines inform decision-making about Student Behaviours:

- at school
- at a school sanctioned activity
- when in any part of the school uniform
- and when the student, as part of the above, is identified as a student of Flagstone State Community College

**Under all circumstances, contact with parents regarding student behaviour must be made and details recorded in ONESCHOOL.**

Behaviour	WHO MANAGES?						Administration Second/very serious <small>(possible consequences DIP, CSI, SDA 1-10 days, SDA 11- 20 days)</small>	Administration Third or more/ extremely serious <small>(possible consequences SDA 11-20 days, DIP, CSI, Cancellation, recommend exclusion)</small>
	Teacher <small>(possible consequences – re- direction, detentions, buddy, exit room, contact parents)</small>	Year Coordinator <small>(possible consequences – detentions, after- school detention, meeting with parent, staff and student)</small>	HOD <small>(possible consequences – detentions, after-school detention, meeting with parent, staff and student)</small>	HOD – 1 <sup>st</sup> serious classroom behaviours only <small>(possible consequences – mediation, detentions, after-school detention, SDA 1-5 days)</small>	HOD – 1 <sup>st</sup> serious – non- class behaviours <b>(HOD JR SECONDARY/ HOD SR SECONDARY)</b> <small>(possible consequences – mediation, detentions, after-school detention, SDA 1-5 days)</small>			
<b>SCHOOL RULES – LEARN, DO OUR BEST</b>								
Minor disruption in class – eg talking, tapping, walking around room	✓							
Persistent disruption in class – eg continuing disruption despite regular direction to desist minor disruption	✓		✓-support					
Non-compliance in class – eg not following instructions, not completing work	✓							
Persistent non-compliance in class – eg continuing to be non-compliant despite repeated direction	✓		✓ - support					
Unsafe classroom behaviour – eg throwing items, inappropriate use of equipment	✓							
Lateness to class without reasonable excuse	✓							
Lack of equipment	✓							
Failure to attend Classroom detention			✓					
Failure to hand in assessment	✓ - monitoring		✓ - final					
Minor disruption in playground – eg littering, out of bounds, hugging, use of mobile phone	✓							
Failure to attend HOD/Year coordinator detention – OneSchool referral required				✓	✓			
Truancy		✓ - from playground	✓ - from class	✓	✓ - second and further offences	✓	✓	
Persistent disruptive classroom behaviour where all other strategies are exhausted				✓		✓	✓	
Persistent disruptive playground behaviour where all other strategies are exhausted					✓	✓	✓	
Disruptive, non-compliant behaviour in exit room					✓			
Three visits to exit room in any one term			✓ - withdrawal		✓ - withdrawal			
Disruptive, non-compliant behaviour in withdrawal room					✓			
<b>SCHOOL RULE – RESPECT SELF AND OTHERS</b>								
<b>Aggressive Behaviour</b>								
Bullying	✓	✓		✓	✓ - repeated			

Threatening behaviour towards others		✓		✓	✓		
<b>Physical Aggression</b>							
Perpetrator – initiates physical conflict – eg punches, slaps, spitting, hitting				✓	✓	✓	✓
Retaliator – responds to physical conflict by punching/hitting etc				✓	✓	✓	✓
Third party – becomes physically involved, escalating situation				✓	✓	✓	✓
Urger – actively encourages physical conflict				✓	✓	✓	✓
Physical aggression – as defender, victim		✓ - counselling		✓	✓ - counselling		
Abuse of/ swearing staff – in response to staff direction, direct comment to staff, gestures to staff				✓	✓	✓	✓
Aggressive and or intentional physical assault of staff							✓
<b>Substances</b>							
Possession of smoking items (eg tobacco, filters, lighters, cigarettes, cigars)					✓	✓	✓
Possession of illegal substances (drugs/alcohol) or banned items						✓ - police	✓ - police
Attendance at school whilst under the influence of illegal or illicit substances						✓ - police	✓ - police
Selling, supply or trade of tobacco						✓	✓
Selling supply or trade of drugs/alcohol or banned items							✓ - police
<b>Causing/risking harm to self or others</b>							
Unsafe behaviour (eg climbing on roof, water bombs, entering drains etc)		✓	✓		✓	✓	
Unsafe or injurious behaviour towards others (throwing objects endangering others or property with potential or causing harm)		✓		✓	✓	✓	✓
Possession of weapon or use of items as weapons/to intimidate eg knife, sticks, stones, slingshots, spray cans						✓ - police	✓ - police
Lack of respect for people's property – eg going through student's personal items, damaging personal property, theft		✓		✓	✓	✓ - police	✓ - police
Malicious acts towards students or staff, including: <ul style="list-style-type: none"> <li>• filming events without the intent to present as evidence to administration</li> <li>• posting of offensive or negative comments to internet sites whether for limited or general access by others</li> </ul>						✓	✓
<b>SCHOOL RULE – RESPECT OUR SCHOOL</b>							

Littering	✓						
Vandalism – eg damage to school property, graffiti.				✓	✓	✓ - police	✓ - police
Use of school/own computer/laptop to store or show pornographic or offensive images				✓	✓	✓	
Damage to computers/laptops, whether intentional or not			✓ - e learning	✓	✓		
Bringing school or students of school into disrepute in the wider community including via social media eg Facebook					✓ - recording	✓ - multiple recordings or publishing	✓
<b>Dress Code</b>							
The wearing of items that show a commonality and association with antisocial behaviour eg wearing bandannas	✓	✓			✓	✓	✓
Dress code violation - if note not provided	✓ - form teacher						
Failure to attend uniform detention		✓					

## **Chaplaincy Policy**

At Flagstone we are committed to providing a range of support options to our students. A vital component of our student services is Chaplaincy. In 2002 the College, in conjunction with the P&C and community support, employed a School Chaplain and has continued that service today with the help of the Government's Chaplaincy Program. Working with the Chaplain occurs on a voluntary basis and all students and parents have the right to decline involvement with the service. The College complies with the Departments policy on Chaplaincy as outlined below:

### **SCM-PR-012: Chaplaincy Services in Queensland State Schools**

This policy identifies accountabilities and procedures for principals of state schools, who in consultation with local communities and with the support of the Parents and Citizens' Association, implement chaplaincy services as a community initiative; includes processes for developing and implementing a school's chaplaincy program and accompanying documentation including procedure for appointing a paid or volunteer chaplain to deliver a program of chaplaincy services.

## **PROCEDURES**

### **ATTENDANCE TIMES**

School commences at 9:00am and finishes at 3:00pm. Students should be at school no later than 8:55am in order to ready themselves for class. Students are expected to be at form meeting or assembly by 9.00am. If students have been away they are required to bring a note explaining their absences to school on their return. **See Appendix 1.**

### **LATE ARRIVALS**

Students who arrive late to school must report to the Educational Services Building on arrival and provide a note explaining the reason for their lateness.

### **LEAVING GROUNDS**

Amendments to the Evacuation Act have placed a more vigorous emphasis on parents/caregivers to ensure students regularly attend school and provide reasonable explanation to the school for student absences.

Students who are required to leave school for an appointment before 3:00pm must report to the Educational Services Building before school and provide a note requesting permission to leave. An early departure slip will then be issued to the student.

Wherever possible, appointments should be for outside school hours.

### **HOLIDAYS**

Parents must inform the school in writing of students going on holidays during school time. The student is required to complete a Student Not in Attendance form available at Administration. The form must be signed off by each teacher, who will identify work to be completed and the year level Deputy. **See Appendix 4.**

### **TERMINATION OF ENROLMENT**

Parents must advise the school of their child's departure and complete a Notice of Termination form. An exit interview will be arranged with the Principal or Deputy. A clearance form will then be generated which will include a transfer certificate to the new school which the college will forward on. Please ensure all school equipment is returned prior to departure. Once the clearance form has been completed, a pro rata calculation of the remainder of the Shared Resource Scheme fees will be calculated. If all resources and equipment are returned and a refund is due, a direct deposit will be made. If there are any outstanding fees or resources a letter will be posted to the family requesting the return of the resources and/or equipment and payment of any outstanding fees. **See Appendix 5.**

### **FEES**

Flagstone SCC operates a Shared Resources Hire Scheme and all fees are outlined upon enrolment.

Fees can be paid via direct deposit or credit card payment see **Appendix 2** for payment form.

### **FAMILY CONTACT INFORMATION**

#### **Emergency Contacts**

Please ensure that addresses, phone numbers and emergency contacts are kept current in case we need to contact you in an emergency.

#### **Family Law Court Orders**

Some families are bound by Family Law Court Orders. Documentary evidence of these must be provided to the school to provide clear legal guidelines for school authorities in these sensitive issues.

## **STUDENT PROPERTY**

### **Lost Property**

All items of clothing need to be named. The lost property box is located outside the Textbook Hire Room. At the end of each term, unclaimed lost property items are donated to charity.

### **Bicycles**

Bicycles are not to be ridden inside the school grounds. They are to be pushed to and from the bicycle enclosure set aside for bikes to be housed during the day. For added security, chains and locks are recommended.

### **Confiscated Items**

If staff members deem an item brought to school by students to be injurious or has the potential to impede their learning or the learning of others, the item will be confiscated. The person confiscating the item, must then place the item in a clearly labelled envelope and details of the item entered in the confiscation register kept in the Administration. The student can collect the item at 3:00pm that afternoon. The student must sign the confiscation register when they collect the item. Only the student or their parent or caregiver can sign for the item and no other student or staff member can sign for the item.

## **STUDENT GOVERNANCE**

Student Governance and student involvement in decision-making are an important feature of our College. Through the Student Councils, opportunities exist for all students to participate in the local decision-making process. Students in Year 7, 8 and 9 may participate in the Junior Student Council. Students in Years 10, 11 and 12 may participate in the Senior Student Council.

## **INTERHOUSE CARNIVALS**

Students will compete in Interhouse Carnivals throughout the year. Participation in these may lead to selection for the College team at District Carnivals as well as District, Regional and State representation.

### **House Teams and Colours**

Teviot	-	Yellow	Flinders	-	Blue
Blaine	-	Red	Elliott	-	Green

## **SPORT**

The College belongs to Pacific District Sports Association. District Sports are played throughout the year as full day Round Robin competition. Year 7 and 8s have the opportunity to participate. A full range of sports is offered, based on student interests. Additional Interschool competition with Beaudesert and Park Ridge SHS is also organised in many sports. Weekly sport is also played.

## **EXCURSIONS AND CAMPS**

Students participate in a variety of camps and excursions as part of their regular educational program. All students are encouraged to attend where possible. Letters and permission slips are sent home prior to the activity. **Permission slips must be signed and returned to the college cash window** along with the full payment of any costs as per indicated in the letter **prior** to the activity. Failure to fulfil this requirement may result in your student not participating in the activity.

A Year 7 / 8 Camp will be held this year. The objectives of the camp are team building and problem-solving. The camp will cost approximately \$180 - 200.

## **INSTRUMENTAL MUSIC**

Students may study Instrumental Music as an addition to the curriculum. Qualified instructors who visit the school at particular times take instrumental Music. Students are rostered to attend Instrumental Music lessons during their normal timetable. Lessons are rotated so that students do



not miss the same class weekly. An Instrumental Music enrolment night is held in the first weeks of school.

#### **Instrumental Music Hire Charges**

The college has a limited number of instruments for hire. A hire fee is charged to students who do not own their own instruments and hire the instrument from the college. This hire charge covers repairs and maintenance to the instruments.

#### **Instrumental Music Levy**

Students who enrol in the Instrumental Music program will be asked to pay a levy to assist in covering the costs of Music Library Membership, travel to competitions, communications, photocopying and printing.

### **MEDICAL INFORMATION**

#### **First Aid**

The majority of staff are qualified in first aid and cardio-pulmonary resuscitation (CPR). When students receive minor injuries they must report to the office where qualified staff make appropriate decisions in the circumstance. Actions are recorded. If a student has a serious accident or becomes ill while at school, medical attention is applied by the trained first aid officer and parents/caregivers are immediately notified of the incident so they may take further action if necessary. In an emergent situation, where parent/caregivers cannot be contacted, the Principal or Principal's delegate will contact the Queensland Ambulance Service.

#### **Ambulance**

Although all students are now covered by the State Government Ambulance Levy, when the school decides it is necessary to call an ambulance for a student, parents/caregivers will be responsible for any additional costs incurred.

#### **Dental Van**

The oral health mobile dental clinic attends the local primary school each year to offer a dental examination and, where necessary general dental treatment is available to students. Families will be informed of these visits when dates become available. Parents can contact the van on Ph: 0408 716 372

Medical-Dental History Consent forms are issued by the Mobile Dental Van prior to the clinic's arrival. To initiate treatment, the form must be returned to the Dental Van. As the school dental service has a limited time designated to treat each school, it is most important that students keep their appointment/s. If an appointment can not be kept, the school dental clinic must be notified as soon as possible prior to the appointment date. In some instances, missed appointments may need to be rescheduled at another location.

#### **Immunisation**

Queensland Health's School Based Vaccination program is run by Logan Council. Students will be given immunisation forms at the start of Term 1. It is important that the forms be returned whether or not students will participate in the vaccination program. This information will be provided via the newsletter.

#### **Medication**

Under no circumstance should students be allowed or encouraged by parents to self administer prescription or non prescription pharmaceuticals. Should medication prescribed by the student's medical practitioner be required to be administered while the student is at school or involved in school approved activities, parents must:

- notify the school in writing of a health condition requiring medication at school and accompany with a letter from the prescribing doctor.

- request in writing if school staff are to administer medication or assist in the management of a health condition **must** be completed, see **Appendix 3**.
- notify the school in writing of any requests and / or guidelines from medical practitioners including potential side effects or adverse reactions;
- provide the medication in the original labelled container to the office;
- ensure the medication is not out of date and has an original pharmacy label with the student's name, dosage and time to be taken;
- notify the school when a change of dosage is required. This instruction must be accompanied by a letter from the medical practitioner.
- advise the school in writing and collect the medication when it is no longer required at school.

Students must report to office at appropriate time and take the medication under the supervision of office staff.

### Infectious Diseases Exclusion Table

Disease	Incubation Period	Isolation
CHICKEN POX	For at least 5 days	From school and from non-immune friends until crusts separate
COMMON COLD	1-2 days	In bed for 2 days
CONJUNCTIVITIS		Until discharge ceases
DIARRHOEA (including Giardia)		Exclude until diarrhoea has ceased
DIPHTHERIA	Usually 2 – 5 days	16 days after onset, or until 2 negative cultures
GERMAN MEASLES	2 – 3 weeks	From school & non-immune friends until rash fades (6-14 days)
HEAD LICE		From school until treatment has begun
IMPETIGO (School Sores)		Until sores have been treated. Must be covered
INFLUENZA	1 – 3 days	During acute stage
MEASLES	Exclude for at least 4 days from first appearance of rash	5 days after appearance of rash
MENINGITIS	Usually a week	Two weeks after onset
MUMPS	Usually 18 days	Until glands recede
RINGWORM, SCABIES, HEADLICE, TRACHOMA		Re-admit after being treated
WHOOPING COUGH	Exclude for 5 days after starting treatment	For 3 weeks after spasmodic cough

## COMMUNICATIONS

### Newsletter

A newsletter is emailed once a month. Register online at:

<http://www.schoolzine.com.au/secure/flagstonescc4280/index.html>

Families who do not have internet access may obtain a printed copy of the newsletter from the office.

## **School Reporting**

The school issues 3 reports to students in the academic year. Students can expect their performance in these areas to include an A to E rating. Reports are issued at the end of each Semester. A progress report will be compiled provided at the end of Term 1.

Parent-Student-Teacher interviews are held in April and July. Dates and times will be communicated to families via the school newsletter.

Parents are encouraged to contact Year Co-ordinators to discuss student progress at any time. Interviews with teachers can be arranged at any time.

## **P&C ASSOCIATION**

The P&C Association meets on the first Tuesday of each month in the Conference Room in the Administration Building. Meetings commence at 7.00pm. All are welcome.

The P&C Executive is elected at the Annual General Meeting held in March each year.

The P&C Association manages the school's two business ventures, the Canteen and the Uniform Shop.

From time to time, sub-committees are established to work at particular projects – the Instrumental Music Parents group is one such sub-committee.

## **Canteen**

Food items available at the school canteen reflect the need to promote healthy life style and nutritional choices. The college canteen is open daily for morning break and lunch. The canteen depends on voluntary help from parents and community members. Tuckshop profits depend on your support and go towards special school projects or equipment purchases. If you can spare a few hours once a month or even more frequently it would be much appreciated.

## **Uniform Store**

The uniform store is operated by volunteers and is open every day from 8.30 to 10.30 am. except Thursday

## SCHOOL BUS SERVICES

### Bus Services

There is a network of school bus services across the catchment area that provides transport for school children.

These services focus on taking students to their closest schools. However, bus operators often provide additional bus services that allow parents to send their children to another school of their choice.

### Bus Travel Assistance

Bus travel assistance is available for secondary students who live more than 4.8 kilometres from their nearest state high school and travel with their local bus operator. Students who live within 4.8 kilometres of their nearest high school may still receive some assistance if their parent/guardian holds a health care card or pensioner concession card.

Bus travel assistance is based on the fare to the nearest school. Students travelling to a school that is not their closest need to pay the bus operator a cash fare for the additional distance travelled.

### Local Bus Operators

Bus operators have particular service areas. This table shows the operators for the various local suburbs:

Suburb	Bus Operator
Flagstone, Jimboomba, Cedar Vale, Maclean, Munruben	Park Ridge Transit (Ph: 38021233)
Cedar Grove, Kagaru, Undullah	Logan Bus & Coaches (Ph:55442003)

Parents wanting information on the availability of bus services, timetables and fares, should contact their local operator.

### Other Assistance

ANY OTHER ENQUIRIES ON STUDENT TRAVEL ASSISTANCE MAY BE MADE WITH QUEENSLAND TRANSPORT'S SCHOOL TRANSPORT OFFICE ON 38138613.

### Bus Code Behaviour for Students

BEHAVIOUR	EXAMPLES OF HOW TO MEET THE CODE
Respect other people and property	Treat other people and their possessions with respect Follow the bus driver's directions without argument Do not interfere with bus property, equipment, shelters and signs by marking or damaging them in any way
Wait for the bus in an orderly manner in the Bus Waiting Area, that is inside the College grounds.	Wait well back from the bus until it stops and allow other passengers to leave the bus first Only move to the bus when directed by the teacher Stand quietly without calling out or shouting Do not push other people in the line
Whilst on the bus, conduct yourself in an orderly manner	Always follow instructions from the drivers about safety on the bus Show your bus pass, sticker or ID upon request Sit properly on a seat if one is available (in an allocated seat if directed by the driver) If standing, remain in the area designated by the driver Store school bags under the seat or in appropriate areas

	<p>Speak quietly and do not create unnecessary noise</p> <p>Students must not:</p> <ul style="list-style-type: none"> <li>• Bully other students</li> <li>• Place feet on the seats</li> <li>• Fight, spit or use offensive language</li> <li>• Throw any article around or from the bus</li> <li>• Consume food or drink, or play music without permission of the driver</li> <li>• Smoke (prohibited on all buses)</li> <li>• Allow any portion of their body to protrude out of the bus windows</li> <li>• Stand forward of the front seat</li> </ul>
Use designated stops	It is the responsibility of students to disembark at their correct designated stop
When alighting from the bus, do so in an orderly manner	<p>Wait until the bus stops before standing to get off</p> <p>Alight from the bus in a quiet and orderly fashion</p> <p>Never cross the road in front of the bus, wait until the bus has moved away and it is safe to do so</p> <p>Use crossings or traffic lights if available</p>
In case of an emergency or a breakdown follow the driver's directions	<p>Wait until the bus stops before standing to get off</p> <p>Leave the bus in a quiet and orderly fashion</p> <p>Wait in the area indicated by the driver</p>

\* \* \* \* \*

**1. APPENDIX 1 – Student Absence Notification**

**STUDENT ABSENCE NOTIFICATION**

**NOTE FOR SCHOOL ABSENCE – FLAGSTONE STATE COMMUNITY COLLEGE**  
*(to be completed by Parent or Guardian ONLY)*

Student's Name:	Date/s Absent:
Reason:	
Medical Certificate Attached: Yes / No	
Signature of Parent/Guardian:	Date: ____/____/____

✂-----

**STUDENT ABSENCE NOTIFICATION**

**NOTE FOR SCHOOL ABSENCE – FLAGSTONE STATE COMMUNITY COLLEGE**  
*(to be completed by Parent or Guardian ONLY)*

Student's Name:	Date/s Absent:
Reason:	
Medical Certificate Attached: Yes / No	
Signature of Parent/Guardian:	Date: ____/____/____

**2. APPENDIX 2– Direct Deposit and / or Credit Card Payments**

***DIRECT DEPOSIT***

***HIGHLY RECOMMENDED***

Flagstone State Community College General a/c  
 BSB                 064 184  
 ACCOUNT        10228778  
 REFERENCE     SHRS **and** Student ID number or Surname and first initial  
                               eg SHRS 5678 or SHRS **M DUNDEE**

✂-----

(Please return this to the Administration Office of Flagstone State Community College in a sealed envelope)

**CREDIT CARD PAYMENTS**

Visa                                Mastercard

Please charge my Credit Card for the total payment of \$ \_\_\_\_\_ for the following:

Student Name	Details of Payment (Excursion/Camp/Student Contribution Fees etc)	Amount
_____	_____	\$ _____
_____	_____	\$ _____

Full Card Number: \_\_\_\_\_ Expiry Date: \_\_\_\_\_

Cardholder Name: \_\_\_\_\_  
(as appears on card)                                       Cardholder Signature: \_\_\_\_\_

Daytime Telephone Number (     ) \_\_\_\_\_

### 3. APPENDIX 3 – Medication Permission Slip



#### Administration of Medication to Students Permission Slip

Student Name:		Class:
Condition:		
Doctor:		Phone Number:
Name of Medication:		
Pharmacist:		Phone number:
Method of administering medication:		
Dosage:		Time:
Principal's Signature:		
Name of the Parent/Guardian who requested the medication administration.		
Name: .....		
Relationship to student: .....		
Phone number: .....		
Signature: .....		
<i>Unused medication returned to parent</i> YES      NO		

NB: Medication **must** be supplied to the college in the original medical container provided by the Chemist with the Chemist's instructions clearly visible.



4. APPENDIX 4 – Extended Absence form



**Re: STUDENT ABSENCE FOR EXTENDED PERIOD**

**Student:**

**Id Number:**

**Year Level:**

Dear Principal,

\_\_\_\_\_ is applying for approval not to be in attendance from

\_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_  
For the following

reason: \_\_\_\_\_

*ABSENCE APPROVED*

*ABSENCE NOT APPROVED*

**The following conditions apply:**

**Administration Signature:**

Upon approval by the Principal or a Deputy Principal, students must have their teachers identify any work that needs to be completed during the extended absence. A photocopy will then be made for the student and the original retained by the office.

**Teachers:**

Please indicate any significant problems this creates. Alternatively indicate if there is any work that the student can complete during this time.

**1.** Subject \_\_\_\_\_ Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_

**2.** Subject \_\_\_\_\_ Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_

**3.** Subject \_\_\_\_\_ Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_

**4.** Subject \_\_\_\_\_ Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_

**5.** Subject \_\_\_\_\_ Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_

**6.** Subject \_\_\_\_\_ Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_

**7.** Subject \_\_\_\_\_ Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_

**8.** Subject \_\_\_\_\_ Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_

Year Co-ordinator Signature : \_\_\_\_\_

**5. APPENDIX 5 – Termination of Enrolment form**

**FLAGSTONE STATE COMMUNITY COLLEGE  
NOTICE OF STUDENT ENROLMENT TERMINATION**

**STUDENTS PLEASE NOTE:** Once a clearance has been received, a pro-rata refund calculation will be undertaken and a refund (if applicable) will be deposited to the account indicated below. The **costs** of any resources / books **NOT RETURNED OR DAMAGED** will be **deducted** from the total of the pro-rata **refund**. Refunds if applicable cannot be processed until this form is returned.

**Instructions to Students**

1. Complete the information below and after your parent/guardian has signed the form **return this form to the office.**
2. Return library books / resources to the library.
3. Return any textbooks / resources to the textbook hire room.
4. Return any musical instruments to your instrumental music teacher.
5. Return **student ID Card to the office.**

**STUDENT NAME:**..... **Year Level:**..... **Form Class:** .....

**DATE OF TERMINATION** .....

<b><u>RETURNED SCHOOL ID CARD</u></b>	<i>YES / NO</i>
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<b>REASON FOR TERMINATION:</b>	Transfer <input style="width: 30px; height: 20px;" type="checkbox"/>	Higher Ed <input style="width: 30px; height: 20px;" type="checkbox"/>
	Labour Force <input style="width: 30px; height: 20px;" type="checkbox"/>	Other <input style="width: 30px; height: 20px;" type="checkbox"/>
	Employed by: _____	

<b>TRANSFERRED TO:</b>	Qld non-state school <input style="width: 30px; height: 20px;" type="checkbox"/>	Qld state school <input style="width: 30px; height: 20px;" type="checkbox"/>	Interstate <input style="width: 30px; height: 20px;" type="checkbox"/>
	School Name: _____		

**Parent/Caregiver Confirmation:**

I, ..... Parent/Caregiver of ..... confirm that my child is terminating his/her enrolment at Flagstone State Community College. His/her last day of attendance is .....

Any refunds that may be owing to me can be deposited to the bank account detailed:

BSB \_\_\_\_ - \_\_\_\_ ACCOUNT NUMBER \_\_\_\_\_

NAME OF ACCOUNT \_\_\_\_\_ NAME OF BANK \_\_\_\_\_

eg Westpac / CBA etc

Parent/Caregivers Signature

Date:

**Office Staff** - Please pass this form along with the student's file to the BSM.